**K-5 Math Lesson Plan**

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| **Teacher:**  **Caldwell** | | | **Grade:**  **1st Grade** | | | **Date(s)**:  Unit 1 day 2 |
| **Unit Title:**  Number and Operations in Base Ten | | | | **Corresponding Unit Task:**  **Prior Knowledge: rote count to 100, identify read and write numbers 0-120.** | | |
| **Essential Question(s):**  **How do I count, read and represent numbers 0-120?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Manipulatives- 100 of whatever they choose,**  **Numbers chart 0-120, fill in numbers of the Tree activity, maskin tape, red and yellow counters** | | **Student:**  **100 or any amount of each manipulatives**  **to fill out frames, fill in the numbers for center, red and yellow counters** | | | **Manipulatives, number chart, group sets, ten frames** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  X 1. Make sense of problems and persevere in solving them.  X 2. Reason abstractly and quantitatively.  X 3. Construct viable arguments and critique the reasoning of others.  X 4. Model with mathematics.  X 5. Use appropriate tools strategically.  X 6. Attend to precision.  7. Look for and make use of structure.  X 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **Number and operation in base ten. Count, read and write numbers 0-120.** | | | | | |
| **I Can Statement(s):**  **I can count from 0-100.**  **I can create groups using ten frames.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Show them a 10’s frame. Have you seen this? How do you think it can be used? Did you know you use this type of strategy when you count by ten’s and you don’t even realize it? | | | | | |
| **Teacher Directed:**  **The teacher will guide the students in counting to 100. Then they will skip count by 5’s and 10’s to 100. The teacher will use the activating strategy to lead into the lesson. Make a ten’s frame on the floor and have them get in them and show the groups of 10. Then we will pass out ten frames and the teacher will demonstrate pouring out bag and counting the objects and showing it using the frames. Make sure they are in groups of ten. Then have the children write the number beside the ten’s frame that it corresponds with.** | | | | | |
| **Guided Practice:**  **The teacher will show the children a bag and pour it out on the table under doc camera and have the children count out the objects and fill in their tens frame. Then pick a bag and work with your table to complete the task of counting and filling in the ten’s frame. These numbers will be 0-100.** | | | | | |
| **Independent Practice:**  **The children will pull out a final bag and create that group. Then they will represent that group on the ten’s frames. In your Math Books the children will then record the number that was filled in the ten’s frame. Can you show that number in a different way?** | | | | | |
| **Closing/Summarizing Strategy:**  **Reviewing over what was taught about ten’s frames and counting to 100. What were you thinking when you did this activity?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| What other ways can you represent this number? Write a number that is 2 more? Larger amounts in bags. | | | Small groups  Smaller amounts I bags | | |  |
| **Assessment(s):**  Correctly filling out frames, write correct number that corresponds the frames. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |